

Equality Objectives **(St Vincent College)**

Publication date	December 2019
Version number	1.0
Related legislation	Equality Act 2010 and associated legislation relating to Equality and Diversity
Related policies, strategies and other documents	This policy relates to all Trust and College policies and should be read in conjunction with the LLT Equality Compliance Policy (Feb 2019)
Replaces	Single Equality Scheme and the Equality & Compliance Statement
Policy owner	Head of College
Approval level	Joint Leadership Team (JLT)
Policy Author	Head of College
Applies to	All staff, students and other college stakeholders
Date communicated to staff	To be communicated in December 2019
Responsibility for deployment	Head of College
Last review	New policy (see 'Replaces')
Meeting date/details	JLT – 3 rd May 2019 Revised version to be presented in December 2019
Next review due	Revised date of December 2022



Equality Objectives

1. Introduction

Under the Equality Act 2010, St Vincent College recognises its statutory duty with regard to the key values of Equality (for all), Diversity and Inclusion. These values are reflected in the Lighthouse Learning Trust (LLT) Equality Compliance Policy (approved February 2019) and these objectives should be considered alongside this policy.

This document provides College's equality objectives related to our statutory duties. The legal framework and obligations within which all public bodies are required to operate with due regard to the Equality Act 2010, are defined thus:

2. General Public Sector Duties

2.1 The College is subject to the public sector duty and the primary aim of this duty is to promote equality for all. These actions are recorded through:

- The publishing of information in an accessible form for all to read
- The stating and showing of compliance with the Equality Duty
- The Setting and publishing of equality objectives

All are part of the specific duties required of public bodies.

2.2 It is mandatory that the college must consider "due regard" and is required to our public duty under the Equality Act 2010. This has three aims under the general duty for Schools and Colleges:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relationships between people who share a protected characteristic and those who do not.

2.3 The College aims to encourage the growth and progression of equality and to foster good relations between those who share a protected characteristic and those who do not through the following actions:

- Identify, remove and/or minimise any disadvantages suffered by those sharing a relevant protected characteristic.
- Challenge prejudice and promote understanding between people from different groups of those who share a protected characteristic and those who do not.

- Encourage those who share a protected characteristic to engage fully in all activities related to public life where historically, there is a recognised and disproportionately low number.

3. The College has a commitment to comply with the legal requirements as outlined by the General Public Sector Equality Duty.

This will include the publishing of relevant and appropriate information to demonstrate the College's compliance the Equality Duty and in line with the timescales set by this legislation. The published information will include the following:

- The effect that policies and practices have on those identified as having a/some protected characteristic(s).
- Analysis of equality measures that have been undertaken
- Equality objectives
- Details of engagement and service outcomes for people with different protected characteristics.

3.2 To comply with the stated duties, the College will:

- Undertake equality analysis on all policies, procedures and significant decisions made.
- Gather information in respect of all protected characteristics and manage related outcomes and issues.
- Identify equality objectives
- Initiate wider contacts with the community and outside agencies for guidance and support related to equality and diversity.

4. Information gathering

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender confirmation, age, pregnancy and maternity, sex and sexual orientation, religion and belief, socio-economic and marriage and civil partnership)

The following sources were used to identify and confirm the proposed Equality Objectives:

- Recruitment and Selection data
- Student/Staff surveys
- Curriculum team meetings
- Student progression
- Work and study environment practices
- Learning support records
- ALS information
- Members of other decision making bodies (Senior Management Team, Governors, Community Teams, Care Services)
- Equality and Diversity Groups
- Student Council
- Unions

5. Other sources of information

Information has been gathered from National Organisations to support the College to ensure we are compliant with all of our statutory duties. These include:

- Equality and Human Rights Commission
- Federation of Racial Equality Council
- Stonewall
- Disability Rights Commission
- Mencap
- MIND
- Equal Opportunities Office
- Government Equalities Office
- Internal data re: application and enrolment data, student enrichment activities, course reviews.

6. Equality Objective 2019-2023

Following a review of the information we have gathered regarding equality of opportunity for all stakeholders the College has identified the following key objectives.

Objective 1	To ensure all areas of the college are accessible to students and staff with identified and known disabilities
Objective 2	To identify curriculum areas with a significant gender imbalance and to actively promote equality of opportunity for all in those areas.
Objective 3	To develop a Digital Learning Strategy and identify how students from low-income families are supported ensure students have access to appropriate resources which support the implementation of this strategy.
Objective 4	Encourage greater voluntary disclosure of disability from staff to enable appropriate support and adaptations to be implemented
Objective 5	To address the under representation in the current workforce diversity profile.
Objective 6	Early identification of mental health and wellbeing condition to identify holistic support needs and interventions (students and staff).

Actions relating to how each objective will be met is provided on the next page.

7. ACTION PLAN TO ACHIEVE EQUALITY OBJECTIVES

Actions	By Whom	Deadline	Comments/progress
Objective 1 - To ensure all areas of the college are accessible to students and staff with identified and known disabilities			
Complete site review regarding wheelchair accessibility	Director of Estates	March 2020	
Engage the Student Council in discussions regarding student access to the campus and identify and areas for improvement	Director of Estates in liaison with Student Council lead	January 2020	
Report provided to the Health, Safety and Welfare Committee regarding the outcome of the review	Director of Estates	April 2020	
Complete any required site developments to ensure that the site is fully accessible to students and staff with identified disabilities	Director of Estates	September 2020	
Objective 2 - To identify curriculum areas with a significant gender imbalance and to actively promote equality of opportunity for all in those areas.			
MIS to provide data regarding the gender balance of each course programme offered by the College	Vice Principal and Director of Quality Assurance, Data & Exams	Start of March 2020	
Review of data to identify courses where potential gender imbalance exists	Vice Principal	End of April 2020	
Liaise with School Liaison and Marketing staff to ensure these courses are targeted for promotion to address any gender imbalance	Vice Principal, Marketing Officer and Schools Liaison & Progression Coordinator	End of June 2020	
Objective 3 - To develop a Digital Learning Strategy and identify how students from low-income families are supported ensure students have access to appropriate resources which support the implementation of this strategy.			
Digital Learning review to be completed, to include review what other college/schools use, resources available and the costs associated with such technology	Head of St Vincent College (lead) with support from JLT members	End of September 2019	

Findings to be reported to SMT, JLT and the Trust Board along with any proposals for capital investment	Head of St Vincent College	September 2019	
Discretionary Bursary award to be reviewed to determine if purchasing of IT equipment will form part of our offer to low income families	Head of St Vincent College, Chief Financial Officer and bursary support staff	December 2019	
Digital Learning Strategy to be developed in line with the findings and outcomes of the action points above.	Director of IT and Head of St Vincent College	November 2019	
Objective 4 - Encourage greater voluntary disclosure of disability from staff to enable appropriate support and adaptations to be implemented			
College to promote support available and opportunities to make appropriate adaptations to all employees	Director of HR and Head of St Vincent College	May 2020	
Application and interview process for new appointments to be reviewed to develop opportunities for candidates to disclose information regarding any support need	Director of HR	September 2020	
Staff induction process to be revised to include HR led discussion regarding support available to staff	Director of HR and HR staff	August 2020	
Report provided to Health, Safety and Welfare Committee regarding the number of support interventions provided to staff	Director of HR (or delegated rep)	June 2020	
Objective 5 - To address the under representation in the current workforce diversity profile.			
Review diversity profile of staff in marketing materials and college literature	Director of HR and Marketing Officer	June 2020	
Review of forums in which the College advertise and promote job vacancies with a view to targeting forums which may lead to greater awareness of employment opportunities across the region	Director of HR	August 2020	

Objective 6 - Early identification of mental health and wellbeing condition to identify holistic support needs and interventions (students and staff).			
Procedures in place at enrolment to identify and record MHWB conditions, support needs and dissemination to academic and relevant support staff. Uploading data at enrolment, data supported by medical reports.	Student Welfare Officer to lead in liaison with CSS Manager	July 2020	
Data: staff and student surveys incorporating MHWB indicators: Timely analysis of data against attendance, attainment and progression	Director of MIS in liaison with the Student Welfare Officer	March 2020	
MHWB Staff training to enable effective student and staff support and self-wellbeing. Clarity on referral procedures, supportive intervention and recording actions.	Student Welfare Officer to lead in liaison with Director of HR	July 2020	
College promotes and encourages early engagement from students with MHWB conditions their parent/carer and support workers to assist with the transition at schools and open Days.	Transition and Progression Manager, CSS Manager and Student Welfare Officer	October 2020	
Early identification of stakeholders to enable person centred affective holistic support Academic, MHWB, Parent /Carer and outside agencies to support academic and personal development.	Student Welfare Officer	September 2020	
Literature and website identifying support and points of contacts to discuss individual mental health and wellbeing needs outlining fitness to study.	Student Welfare Officer to lead in liaison with Marketing Officer	January 2020	
Progression support structure/transition for students with MHWB internal (SPL, levels) and external (HE, work and or apprenticeship). Where FE support cannot meet the MHWB needs of the	Student Welfare Officer to lead in liaison with Transition and Progression Team	January 2020	

student, support is given to refer to a more suitable setting.			
Community collaboration with local agencies, schools, Universities and providers to share resources, training and good practice.	Student Welfare Officer	March 2020	
Early identification of Safeguarding issues that potentially create barriers to learning, attendance and progression.	Student Welfare Officer,	December 2020	